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AUTHOR Flaspeter, Ruth
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ABSTRACT

A discussion of the use of sustained silent reading (SSR) to improve the reading skills and enjoyment of limited-English-proficient (LEP) students reviews studies on the effects of SSR in both first- and second-language contexts and offers suggestions for its classroom use. Some of the research looks at the effect of the technique on attitudes toward reading, some focuses on the effect on aptitude, and some addresses both issues. It is concluded that SSR has a positive effect on readers, resulting in substantial increases in both aptitude and positive attitudes toward reading, and the method is recommended as an easy and economical classroom approach. Considerations in using SSR are examined, including the training and classroom participation of the teacher, selection of varied and culturally familiar reading materials, display of the materials for students, appropriate scheduling of an SSR period, development of guidelines for students, and followup discussions with students. Some modifications for low-level or slow readers are also suggested. Contains a 21-item bibliography. (MSE)

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SUSTAINED SILENT READING: Implementation in the LEP Classroom Based on Research Results

Ruth Flaspeter

University of South Florida

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INTRODUCTION

As early as 1960, Dr. Lyman C. Hunt, Jr. of the University of Vermont designated a goal of developing each student's ability to read silently without interruption for a relatively long period of time. He soon thereafter introduced Uninterrupted Sustained Silent Reading with the acronym USSR (McCracken, 1971). The acronym was to command attention but after commanding too much attention, the U was dropped to leave SSR. It is also known as a part of High Intensity Practice or HIP (Oliver, 1973) and Free Voluntary Reading or FVR (Krashen, 1993). McCracken described SSR as the drill of silent reading; the drill or practice that is needed in learning to read, not a total reading program. He later stated that his initial view was too limited. Students are also learning attitudes and skills. They not only discover the joy of reading but the self-realization, the sense of learning, the thinking and the changes in behavior that come with mature reading as well (McCracken & McCracken, 1978). Although McCracken says it requires no special teacher training or expertise, the research shows the teacher to be a crucial element to success.

There are six rules to initiating SSR that must be rigidly

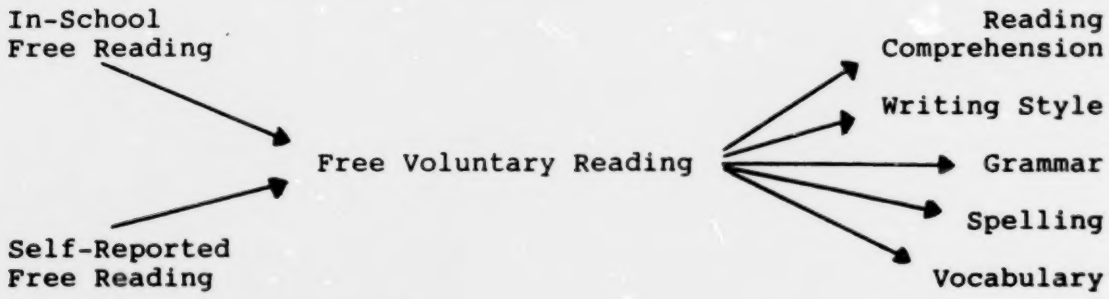
followed (McCracken, 1971):

1. Each student must read silently.
2. The teacher must read and permit no interruptions of his/her reading.
3. Each student selects a single item for reading (book, magazine, newspaper, etc.) No book changing is permitted. There must be a wide range of reading materials and no student should be chided for reading an easy book.
4. A timer is to be used. A wall clock will not work because reluctant readers may become clock watchers. The teacher notes the sustaining power of the students and sets the timer forward the next day so that it almost reaches the sustained reading time of the first student who quit.
5. There are absolutely no reports or records of any kind required. Book discussions, writing and record keeping flow naturally as SSR becomes habit.
6. Begin with whole classes or larger heterogeneous groups of students. Groups of ten or less sometimes have difficulty getting started because the students feel free to comment or ask for help.

Krashen describes FVR similarly as reading that is selected by the reader, that which is to be read for its own sake. Readers may skip words they don't know and can stop before finishing and choose another book or magazine (Krashen, 1993).

SIGNIFICANCE of TOPIC

I have always been concerned with the reading skills of my LEP children. Many of them struggle with reading and, as a result, often develop a dislike for reading. Krashen, in his book The Power of Reading (1993), says FVR in itself will not "produce the highest levels of competence; rather, it provides a foundation so that higher levels of proficiency may be reached." The vast majority of research done in this area shows positive results or at least no difference. Of the nine studies I researched, none showed negative results in aptitude and only had negative attitudes. Krashen (1993) found 38 out of 40 studies (93%) showing readers in SSR type programs doing as well or better than students in traditional language arts programs. This is noteworthy because it shows that SSR is just as good or better than traditional instruction. With SSR being much more pleasant for both students and teachers, how could you not implement it? Krashen's Reading Hypothesis, as stated in his book (1993) really sums up the research very well:



SSR P.3

REVIEW of RESEARCH

There is a variety of literature available on the subject of SSR. Some research looks at its effect on aptitude, some at attitude, and others look at both. While most look at its effect on first language learners, there are a few that took a look specifically at second language learners.

Dwyer and Reed (1989) studied only the effects of SSR on attitudes toward reading. The study had 20 fifth graders in the control group. The experimental (SSR) group had 19 fourth and fifth graders in a combined grade classroom. The fourth graders in this class were considered strong readers, capable of receiving instruction with the fifth graders. The socioeconomic and racial composition of both groups was similar. The groups were not equal, however, in achievement level. The experimental group scored substantially higher.

Attitude of the two groups was measured pre and post. The same instructor, Valda Reed (one of the researchers), was used for instruction of both groups. Both groups used the same basal readers and moved at the same pace. The only difference for the six weeks of the study was that the experimental group engaged in 15 minutes of SSR each day while the control group had approximately 20 minutes more instructional time in the regular reading program.

The results were that the experimental group demonstrated an overall drop in attitude while there were no substantial differences in the control group's attitude. Interesting

differences were found when gender was looked at. Pre and post test results of boys (combined experimental and control) and girls (also combined) were analyzed. The boys from this study showed substantially poorer attitudes toward reading than the girls. The question was raised whether American boys perceived reading as a feminine activity and, thus, not a normal male's activity.

The study, being only six weeks long, essentially left the question unanswered. The researchers felt there was a real need for longitudinal studies to determine attitudinal variations toward reading among individual children as they progress through the grades. Also, recommendations were made for studies to determine if reading can become a more normal activity for American males.

A study by Milton (1980) looked predominantly at attitude as well. This was a one semester study which examined the effect of a 15 minute SSR period upon reading comprehension of 550 ninth graders and the attitudes of these students as well as the teachers and support staff. Questionnaires were given both pre and post implementation of the SSR program.

The SSR program was implemented during third period so it effected all subject areas (physical education, industrial arts, etc.), not just reading classes. SSR was explained and discussed during voluntary meetings held on teachers preparation periods. A one-page descriptive memorandum was given to all staff stating philosophy and implementation of SSR.

The results showed a positive influence upon the reading achievement of the ninth graders in vocabulary and comprehension. The attitude questionnaire showed overall negative results in that area. Only 49% of the students felt SSR was a good idea (O.K. or excellent ratings). Their feelings toward reading went from 77% marking "enjoy" or "accept" to 58% after SSR and 23% marking "hate", "dislike", or "tolerate" before SSR to 42% after. While the staff did not show the same degree of negative feelings, the results were not positive for them either. 40% felt SSR didn't work as well as expected and 52% felt it was not successful.

There were several reasons given for the negative results. Milton felt the staff should have been a part of the decision-making and adoption process. Secondly, the staff was not given adequate inservice on effective implementation. The final factor relating to failure was the inappropriateness of some teaching areas to SSR. Such classes such as physical education and industrial arts did not have appropriate, high interest reading or lacked comfortable seating and reading areas. It was impressive that aptitude seemed to increase with such negative attitudes.

Holt and O'Tuel (1989) did a ten week study on the achievement and attitudes toward reading of 216 seventh and eighth graders. Prior to the study, the teachers and principal involved received training in testing and instructional strategies. Instruction was delivered as in the Dwyer, Reed

study with SSR for 20 minutes.

The total sample (both seventh and eighth) showed significant differences in favor of the experimental group for vocabulary and comprehension, as well as writing scores and reading attitudes. The seventh grade group showed greater gains in reading attitude and aptitude (vocabulary and comprehension), while the eighth grade made the highest gains in vocabulary and writing scores.

A long-term SSR study (three years) was done by Cline and Kretke (1980) on junior high school students. This study involved a whole school as the experimental group and students from other junior high schools with comparable abilities and socioeconomic levels as the control group. The experimental group participated in school wide implementation of SSR while the control students had no exposure to SSR.

The instructions to the teachers promoted SSR as a privilege and encouraged them to be enthusiastic themselves about reading. The students were encouraged to share books and bring their own from home, the library and book clubs.

It was interesting to note that all significant differences were found in the attitude of the students with no significant difference in the achievement section. Four attitudes in particular showed a significant difference. The experimental group felt (1) happier about going to the library, (2) more positive about reading a book that they chose, (3) better about doing reading assignments and (4) were more positive about the

importance of reading.

The positive results in attitude that carry over from reading for personal enjoyment to class work should be reason enough to continue the program. Since the school district involved contains students well above national norms, it was suggested that the study be replicated with other student populations.

Oliver (1973) did a very short (one month) study of High Intensity Practice (HIP) which included SSR as well as Sustained Silent Writing (SSW) and Self-selected Activities (SSA). The subjects included fourth, fifth and sixth graders with 20 in the control group and 28 in the HIP group.

There were 125 books collected from neighborhood libraries for the classrooms. The SSR time started at 10 minutes and increased to 30 by the end of the third week. All pupils did not sustain themselves in silent reading but did not interrupt.

The raw score gain for the control group was two months with the HIP group having three months. Oliver did not feel this was significant but I tend to disagree when consideringthe short time involved. It did facilitate more than the expected gain in reading comprehension for the intermediate grade pupils of this study. It definitely showed a need to continue the program.

The next three studies will differ from those previous in that they are specific to second language learners. The first one we will discuss was done by Pilgreen and Krashen

(1993). Although the results are only suggestive due to a lack of a control group, this study does show some large gains well worth taking note of. The purpose of the study was to determine if SSR is effective with older second language students and what can be done to make it more effective. The subjects were 125 high school (grades ten to twelve) intermediate level ESOL students representing approximately thirty different first languages. At the beginning of the 16 week study the students read just below the fourth grade level.

Several measures were taken to encourage reading. The classroom library was increased by approximately 250 books and students were told what research said about free reading increasing language and literacy competence. Teachers did read during SSR as well as sharing their own reading histories. Finally, students were encouraged to read at home as well as during SSR time.

The results showed that students clearly enjoyed SSR with 56% responding "very much" and 38% saying "some". 66% felt the allotted time for SSR was "just right" while 30% said it wasn't long enough. The questionnaire also showed that outside reading and enjoyment of the reading both increased. In no case did a student enjoy reading less after the program. The source of reading also shifted from the classroom as the main source before SSR to the library after the 16-week program.

The students showed remarkable gains as well on the standardized test. They showed an average gain of fifteen months

in the sixteen weeks or nearly one month for every week in the program. This is definitely a study that needs to be replicated with a control group.

The next second language research was done with fourth graders from a school in Bombay, India by Mabel Aranha (1985). English is used as the medium of instruction from kindergarten to grade ten even though few students speak English at home. Rote learning is encouraged rather than reading for reasoning. Indian children tend to be good at decoding at the primary level but lack adequate comprehension skills as they enter the middle grades. The schools traditionally put the burden of thinking on the teacher resulting in children not reading thoughtfully and analytically which contrasts the independent and self motivating character of pleasure reading with SSR. SSR was introduced twice a week in the one experimental class.

Attitudes toward reading were measured with differences favoring the experimental group. When looked at by ability levels (high, medium, and low) of the experimental group, the high and low groups showed a large gain with greatest benefit to the low ability group. In the control group, these subgroups showed a loss in attitude scores.

Achievement was specified as the ability to understand the meaning of a passage, to use context for word identification and to perceive the interrelationships of ideas. As expected, the change in achievement scores favored the experimental group with the high ability group showing the maximum. In other words,

SSR accelerated the reading achievement of those with an already high standard of reading comprehension.

The final second language study I involved over 500 students and 36 teachers in rural Fiji. Elley and Mangubhai (1993; Elley, 1991) used Class 4, 5, and 6 children (9-to 12year-olds) over a period of two years. Rural schools were chosen because these students have very limited English exposure out of school along with limited reading resources in school.

There were three groups in this study: the shared-book group (Holdaway, 1979), the SSR group and the control group. Results were looked at in two ways: each group separately and SSR combined with the shared-book (book flood group). In the shared-book program, the teacher selects a book and shares it with the class by discussing pictures, new words and making predictions. The teacher then reads all or some of the story. During subsequent days, the children are encouraged to join in and read parts with the teacher. Emphasis is placed on prediction and confirmation of events enabling the student to master the language of the book with minimum pressure and strain. Follow-up activities are used.

The main hypothesis to be tested was that the book flood groups would produce superior results to the control group and that the shared-book method would be more effective than the SSR approach. Results after one year with Class 4 showed the book flood group having significantly higher scores in reading comprehension and English structures with no significant

differences in word recognition and oral sentences. Class 5 had similar results with higher scores than the control in reading comprehension and listening comprehension. Reading comprehension for the book flood groups of both classes gained at approximately twice the normal rate of growth. The differences between the SSR and shared-book were small and inconsistent except in orally administered tests when SSR was, as expected, weaker.

After the second year, the book flood group showed continuing and increasing gains. They exceeded the control group in all test areas with significant differences. Once again, the differences between SSR and shared-book was small. It was predicted that language growth would increase more rapidly for the book flood groups. It was surprising, however, that they also had superior performance on English structures that they apparently acquired incidentally from their reading. It was also noted that in the second year, effects spread from reading and listening to writing and vocabulary in the English Program to social studies and science and more surprisingly to math and the vernacular.

This last study by Wiesendanger and Bader (1989), unlike any of the others, was designed to ascertain what happened after SSR. For the program to be truly effective, the improved reading habits should remain after its termination. The procedure was to monitor the summer reading habits of third graders who had, as well as had not, participated in SSR the previous school

year. They recorded the number of minutes read weekly for nine summer weeks. Included were 25 participants of SSR and 29 non-participants. They were also divided into ability groups: above average, average, and below average.

The average number of minutes read per week for SSR participants was 90 compared to 76 for the control. The amount of time read by the above average readers was not effected by SSR. The greatest effect was seen on the average group with SSR students reading 110 minutes per week compared to 70 for the control. The least impact from SSR was seen on the below average students.

The results show that SSR does have an effect even after the program ends. There were several speculations as to why the high and low ability groups were least effected. Possibly the above average have already developed positive reading habits, maybe the low students just are not motivated, or maybe the students were too young and need more exposure to SSR in increase reading ability. The important results from this study, as well as all previous studies as a whole, is that SSR has a positive effect on students.

TEACHING IMPLICATIONS

After looking at the research, it is very apparent that SSR definitely has a positive effect on readers. I not only results in tremendous increases in aptitude but is enjoyable as well. If you are wanting to make improvements in your reading

program, there is no easier or more economical way than by implementing SSR. It is a chance to better prepare students for more difficult input and gives them access to an enjoyable means of improving their language skills long after class is over; second language learners as well as first (Krashen, 1993).

Even though the program seems relatively simple, there are areas that need careful consideration. The biggest one is probably the teacher. As seen in Milton (1980), the attitudes of the teachers can directly effect the success of the program. Elley (1991) also states that as class-by-class analysis was done, one class with poor results had the teacher merely displaying the books with no promotion. The teachers whose students gained the most were those that followed the program. Remember that the teacher as a good model may be the only adult some students observe using reading as a useful and enjoyable skill (Aranha, 1985). The teachers need to receive inservice to learn the importance of the program, research results, their role in program success and program guidelines. If the teachers don't believe in and "buy into" the program, the chance of success is questionable because the teacher, as the role model, is a key feature to the program (Campbell, 1989).

The teacher, as well as any other adults in the room, need to participate in reading along with the students. It becomes very easy, especially if the program is going smoothly and the paperwork is mounting, for the teacher to correct papers, etc. during this time. The students will get the message that reading

isn't that important. When the teacher takes the time to read, children learn that reading is essential.

The second most important element is probably the materials to be used. The interests of the children should be one of the main factors in choosing materials. Find out from the students what their interests are through discussions or a poll. Good story books provide strong intrinsic motivation for children with an emphasis on meaning rather than form. For LEP students, these high-interest stories provide a basis for language learning which goes a long way to bridge the gap between first and second language learning contexts (Elley & Mangubhai, 1983).

Be sure to include variety in reading levels and material types as well as topics. Collect books of all sizes and shapes along with student made books. Vary the level of difficulty from picture books or even wordless books to novels, depending on the abilities of the children. Preprimers make for surprisingly popular choices of books among beginners. Make sure a student never is chided or made to feel uncomfortable for choosing a book lower than their ability. For LEP children and/or beginner readers, a major criterion should be clarity of story (Hong, 1981). The plot should be clear, well-paced and predictably sequential. Also, look for illustrations that are fairly obvious as to provide clues to context.

Providing LEP students with reading materials that are culturally familiar should aid comprehension because the conceptual schemata needed to make sense of such selections

are more likely to be in place (Sutton, 1989). Include such materials as folktales from the students' cultures, materials with familiar experiences, foods, values, clothing, tools and historical tales.

Be sure to include magazines, newspapers, comicbooks, etc. as well a books. Send a note home to parents explaining the program and asking for donations (Gambrell, 1978). It is a good way to include parents in education as well as increasing your library.

When reflecting back on the research (Aranha, 1985; Weisendanger & Bader, 1989), it becomes evident that teachers should give particular thought to the poorer reader when making material selections. Due to the lower success with these children, they need to be motivated as much as possible with materials at their independent reading level and of interest to them.

A final materials consideration is the mode of display to be used. Materials may be placed on a table or arranged on a bulletin board. You may also choose to group them by topic (Gambrell, 1978). One way to accomplish this is by putting them in small baskets with topic labels attached to each basket.

Another important consideration is choosing the appropriate time. Having SSR on a daily basis is most recommended (Gambrell, 1978). It is often helpful to have it at the same time each day as well. Choose a time of day that is relatively quiet and hang a "Do Not Disturb" sign on the door. SSR time should

not follow a period of strenuous physical activity. The length of the SSR period should also be well planned. Begin with short periods of five to ten minutes and build up as students learn to sustain their reading. It may take six weeks to work up to thirty minutes, so take your time. Have children choose their reading materials before SSR begins. The first five minutes when entering the room often works well. Older children may bring selections with them.

Be sure that you develop SSR guidelines with students before starting. Tell them of the benefits and that it will be fun with no pressure to answer questions, do reports, or finish the reading material. They must be quiet and everyone must read. Knowing the "rules" before is always a big step toward success.

What goes on after SSR is also crucial. The students will begin wanting to talk about what they read. The teacher may encourage responses by once again setting examples. An example may be in the form of summarizing the main idea of a book in a sentence or reading a line or two you found to be of particular interest. Relating the book to current happenings or describing portions that have given you insight or new ideas are other examples. Still more could be using a dictionary to check a word or simply commenting on the words unusual use or newness. Having students question you about your book models more than just simple recall. Keep a journal of words, ideas, books, or pages read daily (McCracken, 1971). This will allow students

to share in very productive ways as well as "sell" their reading materials to classmates.

If you have students who cannot read or are very low readers, there are a few modifications you may be interested in. A modified SSR is Booktime (Hong, 1981; Kaisen, 1987). With this model you introduce books by reading them regularly to the class before placing them in the classroom library. Encourage children (especially young ones) to bring books that have been read to them at home (Kaisen, 1987). They may not be high quality books but have been introduced to the child in a warm setting. Start with a smaller group if they are low readers. This may allow some quiet partner reading. Limit the students to one book at a time. It will help them to focus on that reading. Don't be discouraged as it may take several weeks for them to develop the SSR "habit". Remember to start out with short time periods.

As the research shows, many of the benefits of SSR take years to be realized (Elley & Mangubhai, 1983). Look for the benefits to be long range (years instead of months) and remember there are some important messages that SSR students will perceive (McCracken & McCracken, 1978): (1)Reading books is important. (2)Reading is something anyone can do. (3)Reading is communicating with an author. (4)Children are capable of sustained thought. (5)Books are meant to be read in large sections. (6)The teacher believes that the pupils are comprehending. (7)The teacher trusts the students can decide

what is important and should be shared.

I'm going to close with some tips to keeping SSR interesting. Take time to introduce a couple new books during selection time. Let students "sell" their books then, too. Teach students the "fist" technique to book selection (Gambrell, 1978). Have them open to the middle of the book and read the page. With each unknown word, fold a finger in on their hand. If the student ends up making a fist (all five fingers in), the selection is probably too difficult. Develop a book sharing bulletin board for students to use. Allow the students to create a reading area by bringing pillows, rugs, etc. Invite others to your SSR period (principal, parents, teachers, etc.). Don't forget to make it interesting and productive for the teacher as well. Read that book or professional magazine you always wanted to, but never had the time for. Read children's literature you wanted to read and share with the students or develop into lessons. Remember, teachers who enjoy SSR will have students who enjoy SSR!

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